

Executive Summary School Accountability Report Card, 2010–11

For Juvenile Hall (Endeavor/Voyager Secondary)

Address:	28123 Avenue 14, Madera, CA, 93638	Phone:	(559) 661-3570
Principal:	Alyson Crafton, Principal, Alternative Education	Grade Span:	7-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Endeavor Secondary School and Voyager Secondary School are the assigned school names to Juvenile Hall and BootCamp. They are located in two different locked-down facilities. All core subjects are taught by credentialed teachers. There is one instructional aide and a Resource Services teacher assigned to the schools. They are overseen by a principal.

Student Enrollment

Group	Enrollment
Number of students	56
Black or African American	8.9%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	76.8%
Native Hawaiian or Pacific Islander	0.0%
White	14.3%
Two or More Races	0.0%
Socioeconomically Disadvantaged	64.3%
English Learners	39.3%

Students with Disabilities	0.0%
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Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	0
Mathematics	0
Science	0
History-Social Science	0

* Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	API score cannot be calculated
Statewide Rank (from 2010 Base API Report)	
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 4
2011–12 Program Improvement Status (PI Year)	

* The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Both Endeavor (Juvenile Hall) and Voyager (Boot Camp) are inspected on a regular basis by correctional staff. Educational staff report to their administration their concerns, who reports them to correctional administration.

Repairs Needed

None needed

Corrective Actions Taken or Planned

None needed

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/ Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$13,576
District	\$9,406
State	

School Completion

Indicator	Result
Graduation Rate (if applicable)	22%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Juvenile Hall (Endeavor/Voyager Secondary)	District Name	Madera County Office of Education
Street	28123 Avenue 14	Phone Number	(559) 673-6051
City, State, Zip	Madera, CA, 93638	Web Site	www.maderacoe.k12.ca.us
Phone Number	(559) 661-3570	Superintendent	Cecilia Massetti
Principal	Alyson Crafton, Principal, Alternative Education	E-mail Address	cmassetti@maderacoe.k12.ca.us
E-mail Address	acrafton@maderacoe.k12.ca.us	CDS Code	20102072030153

School Description and Mission Statement (School Year 2010–11)

The mission of the Madera County Office of Education Alternative Education Programs is to provide a safe, positive learning environment that will encourage inclusion, promote life skills, provide career technical education, increase positive self-esteem and prepare students for current and future educational and career success.

The vision of the Madera County Office of Education Alternative Education Programs is to provide engaging educational opportunities in a supportive environment that will promote life-long learning and positive contributions to students' communities.

All students are expected to ...

Be academically successful by:

- Increasing the percentage of classes successfully completed
- Improving performance in all subject areas
- Working toward obtaining a diploma or certificate of completion

Demonstrate responsibility/accountability by:

- Following school/classroom rules and expectations
- Attending school on a regular basis

Opportunities for Parental Involvement (School Year 2010–11)

While there are few, if any, extracurricular activities for incarcerated students, parents are kept informed of their child's progress through student success team meetings or IEP meetings.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	3
Grade 1	0	Ungraded Elementary	0

3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13.3	8	0	0	13.25	4			14	4		
Mathematics	12.1	8	0	0	13.25	4			14	4		
Science	12.5	6	0	0	13.25	4			14	4		
Social Science	14.3	7	0	0	13.25	4			14	4		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)

Both of the facilities have their own safety plan that meets the mandates set by law, which the students and staff adhere to strictly.

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	N/A	N/A	N/A			
Expulsions						

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

None needed or planned

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			None planned
Interior: Interior Surfaces		X			None planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			None planned
Electrical: Electrical		X			None planned
Restrooms/ Fountains: Restrooms, Sinks/ Fountains		X			None planned
Safety: Fire Safety, Hazardous Materials		X			None planned
Structural: Structural Damage, Roofs		X			None planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			None planned
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	6	4	4	74
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	85%	15%
High-Poverty Schools in District		0
Low-Poverty Schools in District		0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	56
Counselor (Social/ Behavioral or Career Development)		
Library Media Teacher (librarian)	LEA Provided	
Library Media Services Staff (paraprofessional)	LEA Provided	
Psychologist	1	

Social Worker	0	
Nurse	1	
Speech/ Language/ Hearing Specialist	0	
Resource Specialist (non-teaching)	10	
Other		

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials/ year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/ Language Arts	<p>All students have access to current, standards-based textbooks and other instructional materials. All students have a textbook in the core curriculum. All textbooks placed at this educational site were adopted beginning in the 1999-2000 school year by the Madera County Board of Education with additional textbooks approved annually.</p> <p>Basic English Composition (AGS) Life Skills English (AGS) Basic English Grammar (AGS) Exploring Literature (AGS) World Literature (AGS) Vocabulary Connections (Steck-Vaughn Co.) Making Connections (Heinle and Heinle) Preparing for Writing Tests (AGS) Meeting the California Challenge (Pearson Learning</p>	Yes	0

	Group)		
Mathematics	Basic Math Skills (AGS) Consumer Math (AGS) Algebra (AGS) Math for the Work World (AGS) Life Skills Math (AGS) Meeting the Challenge for High School Math (Pearson Education) Algebra (McDougal Littell)	Yes	0
Science	Biology (AGS) Biology: Cycles of Life (AGS) Earth Science (AGS) Physical Science (AGS) General Science (AGS)	Yes	0
History-Social Science	United States Government (AGS) World History (McDougal Littell) United States History (McDougal Littell) World Geography (AGS) Economics (AGS) Economics (Pearson Learning Group)	Yes	0
Foreign Language	Not Offered		
Health	Life Skills (AGS) Discover Health (AGS)	Yes	0
Visual and Performing Arts	Students provided Introduction to Music instruction by a credentialed teacher.	Yes	0
Science Laboratory Equipment (grades 9-12)	Microscopes available	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
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School Site	LEA Provided	LEA Provided	LEA Provided	LEA Provided
District			\$13,576	\$69,399
Percent Difference – School Site and District			144.3%	115.8%
State				
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

Supplemental/ Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/ unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Lottery; Title II, Part A Teacher Quality; School Safety SB 1113; Art, Music & PE Grant, Instructional Materials Realignment; Staff Development—Principal Training; School & Library Block Grant; Medical Adm. Activities

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,024	
Mid-Range Teacher Salary	\$59,138	
Highest Teacher Salary	\$71,822	
Average Principal Salary (Elementary)	\$94,000	
Average Principal Salary (Middle)	\$94,000	
Average Principal Salary (High)	\$98,000	
Superintendent Salary	N/A	
Percent of Budget for Teacher	59.8%	

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	No results			
All Students at the School				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts									
Mathematics									

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School	95	5		75	25	
Male	85	100		88	100	
Female	15			12		
Black or African American						
American Indian or Alaska Native	5					
Asian				8		
Filipino						
Hispanic or Latino	69	100		51	100	
Native Hawaiian or Pacific Islander						
White	21			33		
Two or More Races	5			8		
Socioeconomically Disadvantaged				17		

English Learners				5		
Students with Disabilities				3		
Students Receiving Migrant Education Services						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9	25	25	12.5

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	ASAM School	ASAM	ASAM
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	ASAM School		287	454	4,683,676	778
Black or African American			14	398	317,856	696
American Indian or Alaska Native			2		33,774	733
Asian			0		398,869	898

Filipino			0		123,245	859
Hispanic or Latino			239	452	2,406,749	729
Native Hawaiian or Pacific Islander			0		26,953	764
White			27	506	1,258,831	845
Two or More Races			5		76,766	836
Socioeconomically Disadvantaged			245	453	2,731,843	726
English Learners			110	425	1,521,844	707
Students with Disabilities			33	341	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	No
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	N/A	No
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

Dropout Rate (1-year)	4.9	22.2	51.1	4.8	18.2	17.5	4.9	5.7	4.6
Graduation Rate	78.7	17.6	22.1	78.70	77.56	79.35	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	2		N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino	2		N/D
Native Hawaiian or Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

N/ A

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A

Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A
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Courses for University of California and/or California State University Admission

UC/ CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/ CSU Admission	0.0%
2009-10 Graduates Who Completed All Courses Required for UC/ CSU Admission	0.0%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	

Note: Cells shaded in black do not require data. * Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Three staff development days are provided at the beginning of the school year. Curriculum development, delivery, student behavior, and operational issues are the primary focus of the meetings.

